

New Generation of Private Colleges

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V-J DAY WAS THE beginning of a new era of private colleges. Since the capitulation aboard the U.S.S. Missouri, 154 private colleges have been born or resurrected, accredited and put in work in 43 of these United States. Seventy-six are already accredited as senior colleges or universities; 29 are trade or professional schools with accreditation as senior colleges; four are exclusively graduate or post doctoral. At this moment at least 33 additional private colleges are in the process of being born and at least 20 more are being planned or projected.

All this is far and away the greatest incubation of private colleges in American or any other known history. The significance of the new private colleges is vastly greater than the proportionate share of the "college load" which they are, as of this moment, bearing. In terms of enrollment

most of our new private colleges are small. The present total is somewhat above 2 per cent of the nation's total, with respective enrollments ranging from fewer than 20 to nearly 12,000. For the moment the average is about 360. The overall story is not spectacular, but it is truly big and profoundly important.

What does the new private college really mean to what is hopefully called higher education? More specifically, what does it mean to our children, grandchildren and to ourselves?

Instead of going to professional educators, or habituated pundits, or college administrators for the answers, this reporter has been interviewing citizens in various professions and trades. Some of the most pertinent and convincing answers are from newspaper editors, physicians, merchants, lawyers, and ministers.

The editor of a newspaper in my home vicinity, who recently served four years as state commissioner of education, makes the point that in the endless torrent of wire service news, most of it of calamity nature, few newspapers have the space, manpower, or money to dig out and properly play up "profound but quiet news."

John Hooper, editor and man Friday of the Brattleboro (Vermont) *Daily Reformer*, lists the little noted new tide of private colleges as typical of the latter. There is rarely anything "spectacular" about the birth of a new college. Most of them are born quietly and poor. Their first homes may be rebuilt chicken houses, abandoned stone quarries, abandoned army barracks, armories, or mansions or town houses on which the heirs no longer wish to continue paying taxes. Our new colleges are also being born in farm houses and barns, discarded municipal buildings and former public school buildings, office buildings which are no longer rentable, and in one instance the writer knows, in a bankrupt canning factory.

Back of the recurring and inevitable "But why?" is a profound and ever growing dissatisfaction with the old-line Ivy League type of private college, which dips back into American history a couple of centuries or more, and the oversized, overcrowded, overly impersonal state-supported college or university.

"I happen to be an alumnus of a typical mass-production, bureaucracy-ridden, state-supported culture factory—no tuition—only 'fees,'" a young father assures me, with a rather cynical shrug. "My wife is a graduate of a riverside antique shop labelled a female college. We both survived our four collegiate years without causing so much as one tiny indentation in our otherwise completely smooth brain surfaces . . . after I began selling insurance and my bride began teaching in the local school we had little difficulty about un-

learning what we'd learned in college; we hadn't actually learned anything.

"Our real education has begun with trying to help our four children grow up. We both appreciate this opportunity. But we are both more than dubious about squandering our savings and bleeding ourselves white, so to speak, in order to impose on our offspring the same or similar baloney which we each gummed for four long years of 'college.' "

The new and rising tide of private colleges is instantly impressive because of its ever startling determination *not* to soak the taxpayer. But this is more than just crotchety prejudice, or the urge to be different. A basic economy of the new private college is the fact that most of the older and bigger colleges have reached an economy of diminishing returns. They can no longer boast of "economy" in big enrollments. Each additional student now adds more than proportionately to the total overhead. The more students the "old factory" takes in, the bigger the deficit tabs which either the legislature or the wealthier alumni must pick up.

New colleges, privately founded and chartered, are also rising to protest what many experts view as the topheavy and ruinous extravagance of "administrative expenses." They resent the multiplication of comptrollers, bursars, and "vice presidents for finance," who are frequently overpaid, and have both penchants and the authority for frustrating and impeding faculty members who, after all, are most essential to the school.

Almost without exception, our new private colleges are stressing family relationships between and among students and faculty.

With this is a new, or renewed accent on the individual need of the individual student, and a decrease or total abandonment of the mass herding techniques. In

line with more family-like relationships between and among students and faculty, most of our new colleges are taking a very dim view of social fraternities and sororities which only yesterday flourished so lushly and profitably for the national dues collectors. There is similar lack of enthusiasm, even outright frigidity, toward lush-gush stadium sports, particularly football, and most of what goes with the stadium, including marching bands, and subsidized gorillas, more politely known as "athletic fellowships." The background here is not of implicit prejudice. Rather, it is the belief that a college should accentuate participation sports for the benefit of its own students; should expect its holders of scholarships to be scholars, and should spend available funds for benefiting the fundamentals, i.e., students and teachers, ahead of touchdowns and boola-boolas .

It follows that the new private college is rarely blurbed on the sports pages or sportscasts. Accents are more on student unions than stadium, more on intra-mural games than conference clinchers. Some brand this as amateurish. The leaderships of private colleges are disposed to answer that their sports are amateurish, by contrast to bought-and-sold professionalism of most playing teams of state-supported colleges and universities and some of the federal-supported academies. But the private colleges are tending to accentuate professionalism in their faculties, A very high percentage of the teachers are part timers who successfully practice what they teach.

Thus far, and numerous as they are getting to be, our private colleges are carrying only about 2.7 per cent of the present total "load" of college enrollment. It is quite conceivable that within our lifetimes this could increase to 10 per cent. Even that fraction would still be small. But history has proved that the success or failure of higher education has a habit of

being decided by small percentages. For well over a century our old private colleges were bellwethers for American education. It is quite conceivable that the "new privates" of today and tomorrow may take over for the "old privates" of the eighteenth and nineteenth centuries. They have the ever tremendous advantage of the contemporary. If your child goes to a college which is actually younger than he or she, he could be the better off doing so.

The best way to appraise private colleges is to look, or at least glance, at some reasonably typical examples. Hartford (Connecticut) University, now with some 11,800 students, is the biggest of the new privates. Brandeis University of Waltham, Mass. (near Boston) is perhaps the most famous. It typifies the new trend toward the liberal arts college, or as the Brandeis founders put it "the school in which the spirit and climate of mind take precedence over the acquisition of skills."

Brandeis was chartered in 1948 as an arts and sciences college. It is now a full-fledged university with a faculty of 200 (166 Ph.D's) for a basic student body of 1,600 including 100 foreign students with fellowships. Interestingly, four of the seven founders were immigrants who never attended any kind of a college. The working arithmetic of the school is even more typical. The tuition, as this is reported, is \$1,250 per year; the net cost per student is about \$3,500; the voluntary endowment fund makes up the difference. In any case, the tax payers are not being additionally bled. By an able combination of interdenominationalism in working and giving, the "thinking university" pushes ahead.

Our rising tide of new private colleges has many standards and few or no patterns. But if one were asked to describe a typical beginning he might notice this:

Walter Hendricks, B.A., M.A., Ph.D., and his wife Flora, back in 1951, set about

papering the front room of their newly bought home on Kimball Hill, Putney Vermont; also brushing up the basement for use as a dormitory. They were starting a college in the downstairs parlor, with three students in prospect. In the course of a quarter-century of teaching and deaning at Illinois Tech, of founding Marlboro College on a Vermont hillside and the U.S. Armed Forces American University, at Biarritz, France, the Hendricks had learned that the best way to begin a college is just to begin it, doing the best one can with the tools at hand, meanwhile trusting to the Lord and hoping for a fast outfield.

There were a few minor drawbacks. One was that Walter Hendricks was already 61. Another was that he didn't have any money. But he had lately made the down payment on a new home, hardly a day more than 150 years old, that is. He also had an able helpmate, five encouraging offspring, a lifetime of educational experience and the conviction that rural New England is God's very special gift of a school ground for the whole damned world.

As the Hendricks were shortly to discover, they also had interested and helpful neighbors. Putney, Vermont, has been slipping a few notches since it reached its population peak back in the decade before the Revolutionary War, and for the past 160 years it hadn't had a college it could call its own. Beatrice Aiken, wife of the senior Republican member of the U.S. Senate called by and pitched in to repairing the plaster. Pastor Ed Tyler of the local Federated Church began setting windows in the basement dormitory.

The following week Walter and Flora Hendricks opened Windham College. The first three students, one of them their youngest son, appeared on schedule. By the year's end the college had "junior accreditation" and 14 students.

By the end of 1953 Windham had 55 students, including 26 Latin Americans on State Department assignment, three alumni, and seven faculty members. One after another the college began purchasing, or at least making down payments on erstwhile private homes in the old village. One after another these were renovated for use as classroom buildings and dormitories. The college acquired a onetime mansion which had been used as the American Legion hall and remodelled it as the library. The township abandoned its old central school when the new one was completed. The college took over the old brick box house and converted it into an excellent science center.

By June of its fifth year the college had 147 students, including 76 girls, accreditation as a four-year school, a faculty of 26, sixteen competently renovated local buildings, including a mess hall, student union, little theater, and language center. The village campus now includes 23 former homes and miscellaneous buildings and a permanent campus on which the first two buildings are now nearly completed, with the renowned architect Edward D. Stone designing all buildings. The newest is the Robert Frost Hall. Founder-President Hendricks was Robert Frost's star student at Amherst and the great poet's first farm hand.

Windham College is now in its sixth year as an accredited senior college. Its faculty now totals 44. Its student enrollment is touching 400, from nine states and 19 nations. The college is now authorized to grant the degrees of Bachelor of Arts, Bachelor of Science, and the master's degree in critical languages. The latter include Russian and Chinese, Spanish and Portugese, and, so a serious young student advises me, Vermontese, and the critical languages which new students from the Middle East and lower Asia use to describe their first initiation into Vermont

winters. Windham College is a walking school. Youngsters in the local public school never walk any more. The former principal assured one that if a child lives farther away from "central" than his grandmother can toss a petrified blueberry muffin, that child rides a bus. But the college students walk up to three miles a day to classes. They walk and win as the college wins.

Our new roster of private colleges also includes a very special and valiant breed of refugee schools which could not otherwise survive. The Rabbinical College, originally of Telshe, Lithuania, now of suburban Cleveland, is a noble example. Soviet occupation troops seized the college in 1939; Nazi invaders destroyed it the following year. The two surviving heads of the school, Rabbis Elijah Bloch and Mordacai Katz managed to rescue and escape with about 50 surviving students and teachers. The two Rabbis spent 20 months leading their charges all the way across the Russias to Japan. They also left some trails of blood and a succession of hair-raising escapes. Late in 1941 the group managed to book freighter passage to the United States.

The survivors were able to revive their school in a private home in Cleveland. By ones and twos escapees from Nazi prison camps arrived to serve as teachers. Many of the first students were refugee youths from Nazi lands, also Morocco, South Africa and soon-to-be Israel. With much hard work and modest gifts from both Jewish and Gentile friends, the resettled *yeshiva* managed to survive, grow, and acquire an old farm house and some acreage in Wickliffe, near Cleveland. Eight years ago the school that refused to die was accredited as a senior private college.

It now has 150 students, no endowments, an old farm house as administration building, a made-over barn as main dormitory, refurbished farm buildings as

classrooms. Fare, quarters, and teacher's pay remain lean. Currently tuition covers barely one-fourth of minimized expenses. The work is noble. Students troupe in from three continents. The one lingering regret is that for every student accepted, at least three must still be turned away for lack of available accommodations.

Our new crop of private colleges exhibits some of the most remarkable housing expediences findable even in a rather badly housed nation. The new colleges rise and hold forth in rock quarries, refurbished barns and chicken houses, erstwhile farm homes, carriage houses, town and suburban mansions, vacated factory buildings, military barracks, and rent-a-desk office buildings. Perhaps the most historic and histrionic home site for a new private college is Chicago's once world-renowned Auditorium Theatre. Currently it is headquarters for Roosevelt University, the second largest, with nearly 6,000 students, of the new colleges.

In "Old Audie" the Chicago Civic Opera had its heyday. Immortal concert artists from Paderewski to Patti made American premiers there. Booker T. Washington delivered his historic plea for racial justice; T.R. won his Bull Moose nomination; Max Reinhardt produced *The Miracle*.

Roosevelt University, with its goal and tagline "Education for Freedom," actually began during April, 1945, in a beat-up office building down on Quincy and Wells. That autumn, when the tidal wave of G. I. Bill of Rights began rising, about 1,200 discharged veterans chose to register and wait hopefully for the pipedream school to be accredited. They didn't have to wait long. Within a year the valiant if apparently wacky venture in founding a no-tax-sock university had been okayed by all four of the "important" college accrediting groups.

That brought on the deluge of students.

School heads and citizen trustees scurried to find a place to grow in. The old Auditorium had done wartime service as a G.I. hostel and cap-hanging place. That turned out to be an omen for better use to come. The once grand showhouse on the windy lake front offers no fanfares. But as a peoples' university it provides, without race or sex barriers, a splendid curriculum from African studies straight on through zoology, plus a first-rate graduate school, and special facilities for correspondence studies and for, as it proclaims, "the young in mind."

The biggest of our new private colleges the University of Hartford, Connecticut, is a wedding and welding of three local colleges, with some recent and notable additions, for the special benefit of local citizen groups. The school hasn't any dormitories. Its very modest buildings are primarily for classrooms and laboratories. The whopper enrollment includes in-service training for about 2,000 school teachers, some 600 night-school students, and about 2,100 "non-degreers." Since 1957 the university has full accreditation in arts, sciences, fine arts, engineering, business administration, and education. The capital investment per student is one of the lowest anywhere, about \$550. The goal is to serve a small city, its suburbs and neighbor communities at minimum cost, maximum efficiency, and without soaking the taxpayers again and again and yet again.

Our new private colleges also exhibit a substantially new pattern in multiple births. The outstanding instance here is the University College group of Claremont, California. Here five otherwise independent colleges, all quite new, economize notably by using a central business office, auditorium, library, infirmary, chapel, etc., thereby protecting the Achilles heel of high education—excessive administrative expense.

Each member keeps its own direction, faculty, and management. Scripps College, the senior member, is a liberal arts school for women. Pomona and Claremont colleges are both coeducational. Number 4, Claremont for men, was opened with 75 students, 6 teachers and total assets of \$80,000. Now, 15 years later, the score is about 500 students, a faculty of 60, gifts and grants totalling about \$7 million and a standard arts and science curriculum well supplemented by courses in government, business management, and international relations. The newest member in full operation is the Harvey Mudd College, opened in 1957. Building for an enrollment of 400 it is an elite science and engineering school, the first private college of its kind in more than 30 years. Two more of the University College groups are currently aborning, with campuses ready staked.

The basic strategy of the "group colleges" is based on certain knowledge that our big colleges and universities are already overcrowded to a point where costs increase more than proportionately with every additional student. The Claremont "philosophy" therefore is to get out of the stampede for bigness and build small, selective colleges and operate them with minimum administrative wastage. About three-fourths of all students are from the general area; the other fourth come from all over. Another time-and-money saving expedience is that of permitting students in one college to "swap courses" in other colleges within the group. If Sally Jones of Scripps wishes to sneak in a course in mining at Mudd, she may.

The strategy of expedient dovetailing is also being deftly demonstrated by our rather impressive new litter of private trade and professional schools with college accreditation. For example, in 1962, the Northeastern University College of Pharmacy (Boston) decided to really get in

step with its profession. The pitch was to expand the standard four-year degree course to five years. Following two years of basic study, each student "sandwiches in" 48 weeks of fulltime employment as a working pharmacist in a drug store, hospital, or pharmaceutical firm. The college believes that a dividend benefit is that of helping young women find better professional status as pharmacists.

Currently the most completely professionalized of our new private colleges is the all-graduate Institute of Textile Technology at Williamsburg, Virginia. This school has 20 buildings, 20 acres of campus and 20 students, each with a \$2,500-a-year fellowship. There are no football teams, marching bands, or homecoming parades. Each student enters with at least one college degree, and after two years of intensive research work, may leave with a master's or doctor's degree, or both. Members of the textile industries pay all expenses on a share-the-benefit basis. Practically all graduates receive job offers in the industry but may take them or leave them as they elect.

Though by no means fully coagulated or free of faults, the new-style industrial college is showing impressive dimensions. The biggest is General Motors Institute of Flint, Michigan. It is now an accredited senior college with about 2,400 handpicked students, all male and all from the United States and Canada. During the first four years of the five-year engineering course (choice of electrical, mechanical, and industrial) each student alternates 24 weeks of intensive institute study with a like period of shop or field work, the latter at the going wage rates. The fifth, or degree-winning year, is fulltime factory duty plus a special research or thesis project. Jobs replace fellowships. About 70 per cent of the students complete the tough course and

about two-thirds of the graduates take jobs with G.M.

In 1962 Chrysler Institute of Engineering (Detroit) gained accreditation as a graduate level private college. Its students pay no tuition and alternate four-month study terms with like periods of factory work at the going wages. Each student has an experienced engineer as counsellor and after two years receives a master's degree in automotive engineering. The Chrysler Institute is still quite small, at last report 133 students and is very much "all business."

The old-fashioned business college turned new-fashioned private is another noteworthy outcrop of the new generation of private colleges. Cleary College in Ypsilanti, Michigan, is fairly typical. Three generations ago one Patrick Cleary established a penmanship class which presently grew into a successful commercial school. In 1953, with the help of the Cleary heirs, the "business college" expanded curriculum and faculty and won accreditation as a four-year-coeducational private college. Similarly, Dyke College in downtown Cleveland began in 1848 as a penmanship school. In 1958 it re-emerged as a fully accredited, degree-granting private college complete with a fully accredited, adult education department and night school as well as business school.

Still another flowering of accredited private colleges is rooted in private academies for music, painting, and other of the fine arts. Examples are scattered generously from coast-to-coast and many deserve passing salutes. To pick just a few at random, in 1962 Pasadena's famed Playhouse Theater successfully started the nation's first accredited four-year private college for the theatre arts. New York's Manhattan School of Music and Mannes College of Music have recently earned ratings as private senior colleges. The same holds for

San Francisco Art Institute, the Minneapolis School of Art, Kansas City Art Institute and School of Design, Los Angeles' Choirant Art Institute and Detroit's (Bloomfield Hills) Cranbrook Academy.

Perhaps the most individualistic and dramatically independent of the accredited private colleges recently born of private art schools is the Art Center School of Los Angeles. Edward Adams, an eminent advertising art designer of his era founded the school back in 1930 with nine students and twelve artist teachers. The current roster includes some 1,200 students, all hand-picked, and 75 teachers who spend much of their time practicing what they teach. The statistics aren't easily updated because the college tosses out some three-fourths of its accepted students prior to graduation; it's a hard school to get into, but almost incredibly easy to get heaved out of. Even so, the school continues to turn out top flight advertising and design artists whose work is more and more global in influence—all the way from new autos to gismoes in womens' hand bags.

The current president, son of the founder, speaks for himself and, unintentionally perhaps, for the new generation of private colleges: "We've never taken a dime of tax money, gift money, or any other subsidy and we darn well don't intend to. This school has a bias: We're pro-American. We live by the free enterprise system, and we believe in it and teach it. If that be higher-education treason. . ."

Our expanding harvest of private colleges includes another noteworthy species, the former "Y" school which is now growing up. Again reaching for typical instances, there is the new Western New England College of Springfield, Massachusetts. It began as an evening Y.M.C.A. school. In 1951, as an independent non-profit corporation it gained accreditation as a senior college. Five years later it added a

graduate business school and an engineering school. The current enrollment is close to 2,000, preponderantly local, and entirely self-provident. The admitted goal is to develop better men and women first, that done, better lawyers, engineers, or whatever.

New Haven College, in Yale's home town is another notable private college grown from Y roots. Until five years ago it struggled along as an accredited junior college, thanks in no small part to Yale's permitting it the aftertime use of various classrooms and laboratories. In 1960, New Haven College acquired and began developing its own campus. It is now an accredited college with about 1,300 students, mostly local, offering both daytime and evening courses, and serving all age groups.

Our new private colleges show general similarities but no absolute duplications. There is marked accent on local needs. The bold thin line extends from Puerto Rico to California, which leads with 23 of the 154 new private colleges. It is a gallant spectacle which is fully as important as it is appealing. The fact that the total story is appallingly little publicized and rather appallingly underappreciated is just another American irony.

In the main, and whatever the particular designation, the new private colleges do not have funds to squander on publicity departments. This lush-gush prerogative of the tax-supported college or university is simply not permitted the private college. As a rule the "information officer" is a teacher or administrator who has a full-time job and "does publicity" on a when, if, and sideline basis, if at all.

College building never was any bed of roses. The almost fabulously hard work of founding and wet nursing the new private colleges is done without trumpets, marching bands, or other flambuoyants chargeable to taxpayers. The new private colleges also

lack pasture privileges in the lush publicity grazings of the sport pages, broadcasts, and telecasts. Thus far, only 14 of the 154 new ones maintain regular intercollegiate sports schedules and so far as this writer can discover, only two partake of intercollegiate football. Most of the new ones have sports and play intervals of some kind or another but the preponderance is of the home campus or intramural varieties.

On a dollar-per-student basis, easily 90 per cent of the new private colleges are listable as thin-walleted, cornbread-and-creekwater poor. This is not likely to change rapidly. For elemental survival reasons most of the new private colleges are obliged to open with tuition rates about as high as the chosen or preferred traffic can bear. The range of tuition rates is currently from \$3 to \$30 per semester hour. But careful figuring shows that the average tuition (excepting the no-tuition schools and highly specialized courses) is \$17.03 per accredited semester hour. This is well below the average of the old Ivy League private colleges and is approximately what the out-of-state student pays in tuition to state-supported colleges and universities.

In these times when nothing but nothing comes completely free in the higher education industry, not even the fight songs or the "free" forums or, more the pity, the cute, curvaceous Goldie Googoo, the homecoming queen, the financial competence of the new private colleges is as inspiring as it is amazing.

The usually necessary feat of playing up participation sports while playing down spectator sports typifies many other attitudes and approaches which are both admirable and necessary. Without money to burn or personnel to squander, the new private college can rarely afford the froths and fizzes of the old rah-rah-varsity "spirit." It must do without field houses and neo-classic bath houses. It can rarely af-

ford a stadium. Its student union, little theater and "gym" are almost invariably on the modest side; after all there must be something left for the teachers, the library and the labs.

Of the 154 newer and now accredited private colleges only 16 have as yet opened their doors and hearts to social fraternities such as Sigma Chi, Kappa Alpha, Phi Beta Phi, Chi Omega, etc. Along with symbolizing a change of collegiate goals and mores, the deliberate bypassing or blocking of the Greek letter fun clubs (known to the less naïve as snoot, snot, and snob clubs) is likewise a move to clear academic decks for more legitimate action. Small enrollments discourage the synthetic social clans and accentuate the need for a more family-like campus environment. For good measure, even if easier to see than off-hand believe, the preponderance of the new colleges really believe in democracy. With fewer and fewer exceptions our new private colleges are being born pretty well integrated. Rabble-rousing politicians and other publicity seekers at tax payers' expense and school escutcheon blotching, are not tempted to use private colleges as drumheads for mustering in the smelly mobs.

The political status of the new private college is a significant demonstration of pluses and minuses. There is no extensive amount of public pap to be drawn on; in most instances none at all. Villon's clairvoyance that the world is not especially kind to a poet with a ragged coat can certainly be applicable to a college with a ragged endowment and a missing contingency fund. But freedom from politicians' chicanery is a profound if expensive blessing. The governor cannot dictate the sports and physical education policy and personnel in return for giving gridiron rompers summer jobs on the state roads. The lieutenant governor cannot wish off

his ne'er-do-well brother-in-law as psychology professor, in return for having rail-roaded the Higher Education Appropriation Act through the state senate. Rarely if ever does the dominant state political machine find the chance or incentive for stacking the private college's board of trustees with its key flunkies. Serving as trustee or director or counsellor for a private college is rarely if ever for the political plum-pickers.

But it frequently is hard work, and that goes for the entire echelon of builders and leaders of the new private colleges, from presidents right on down to janitors and cooks and furnace tenders. For all alike the perennial challenge is to do more with less.

All this gets back to the fundamental educational merits of the new outcropping of American private colleges. Education just isn't an easy game. More for the better than the worse, the men and women who keep the colleges going, particularly those who teach, must live with the fore-going platitude.

Though improving, the going salaries of faculty for private colleges is still at least 15 per cent below national averages and the work hours are definitely longer. There is frequently greater freedom of conscience and intelligence, but this, too, comes expensively.

Along with more work for less pay comes the inevitable of more improvisation. Libraries and laboratories must "work bigger" than they really are. Accreditation rules and standards being what they are, scholarship and deportment standards simply cannot be permitted to slump or grow sloppy. Maintaining cohesiveness of a small student group virtually necessitates special efforts in providing guest speakers, panel discussions, special holidays and on-campus entertainment. Private colleges are usually born of the ideas or ideals of one

man or a small group of men. But the growth and fulfillment of the entire student body are what nurture them.

As surviving founder of two successful private colleges, Walter Hendricks summarizes:

To a point the private college can and should thrive on austerity. With discreet management, it can find and hold good faculty. It can establish and enforce scholastic standards well above those of the millrun of state colleges and universities. It can find students with respect for the disciplines of learning and admit them with a minimum of ulterior pressures. But the private college must be able to keep pace with the intellectual energy it finds and stimulates. This takes some real stepping along. If administration or faculty get muscle bound even temporarily we all find ourselves in the dilemma of fat old dogs trying to keep up with lean young rabbits.

As grade charts and Phi Beta Kappa admissions clearly show, the private colleges are streaking ahead in terms of scholarship. By and large their below par conventional living standards seem to accentuate this gain. From the recent experience of breaking bread in dining halls or cafeterias of at least a dozen new private colleges this reporter has a mixed multitude of memories of Spanish rice, frankfurters and beans, hash and green peas, but always most important and rewarding, delightful young people, gracious, perceptive, and immensely intelligent.

There is no "intellectualism," as such, and very little of that hard used and rather dreadful phrase, "progressive education." But there is engaging evidence that the premier advantage of our new generation of private colleges is the new generation of Americans who are their student bodies.

The new private college is impressively

a study school and a good behavior school. Its student viewpoint tends to be more conservative than its faculty viewpoint, but both are veering toward the right of center. There is also a marked trend toward religious acceptance. Though not listable as church schools, our new private colleges are showing strengthening affiliations with churches.

The fact that our new private colleges are not feeding on tax money or loitering at treasury doorways does not alter the fact that they frequently work quite closely with private businesses and professions, also with serving arms of government. Goddard College of Vermont, for example, is about as private as a college can get.

Yet each student puts in at least one undergraduate year as a working member of a public school system, the state police force, or any one of a dozen other public welfare services of its state.

The subject is big and fast getting bigger. U.S. Office of Education records show that though their current enrollments are still small, by averages, the new private colleges are gaining students more rapidly, at least percentagewise, than any other major group of colleges—state, federal, municipal or area. In growth rates, the church schools are the closest competitors.

Already private colleges are being labelled the taxpayer's best friend. They may also be our childrens' best bet.